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ABSTRACT

Provided by North Carolina's Division for Exceptional Children are guidelines to assist local school systems in their self-evaluations of programs and services for crippled, deaf blind, educable and trainable mentally retarded, emotionally disturbed, gifted and talented, hearing impaired, homebound, hospitalized, learning disabled, speech and language impaired, and visually impaired children. Each type of exceptionality is defined, and standards are outlined for areas such as identification and placement, personnel, program organization and services, curriculum, program evaluation, and facilities. For example, under program organization and services for crippled children, it is stated that enrollment in special classes should range from approximately 6 to 12 pupils. (LS)

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FOREWORD

This publication has been designed as a means of assisting local school systems in doing a self-evaluation that centers around programs and services for exceptional children. We hope that as you begin to analyze where you are and where you need to go, that this publication will provide some directions to you and your staff as you develop effective programs and services for children.

We sincerely hope that you will use this publication and will call upon the staff for assistance as we try to guarantee better services for all exceptional children.

Theodore R. Drain, Director
Division for Exceptional Children

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Crippled Children

Definition: The crippled child is one who has a crippling physical disability making it inadvisable for him to participate in the regular classroom program of the public schools.

	Yes	No	N.A.
I. Identification and Placement			
A. Any child who has a crippling physical disability to the degree that it is inadvisable for him to participate in the regular classroom program is eligible for the program for crippled children.			
B. On file in the administrative unit is a statement from a physician relative to the nature and extent of the crippling condition, the physical limitations within which the pupil can operate successfully, and the anticipated length of time the pupil will be incapacitated.			
C. The administrative unit has written criteria to determine eligibility and placement of pupils in programs for crippled children.			
D. A school-based, bi-racial diagnostic educational assessment team is utilized before a pupil is accepted for placement in a program for crippled children.			
E. Periodic assessment is made regarding each pupil's need for special education services.			
II. Personnel Teachers of crippled children hold certification in the area of Crippled Children or are working toward such.			
III. Program Organization and Services A. Enrollment in a special class for crippled children ranges from approximately six to 12 pupils.			
B. Provisions are made for teacher aides in classes where pupils' disabilities require frequent physical assistance.			

	Yes	No	N.A.
C. Service of supportive personnel, such as speech and language clinicians, physical therapists and counselors, are available and utilized.			
D. Individual records, containing case history, diagnostic reports, and teacher progress reports are maintained.			
E. Individualized instruction is provided.			
F. The academic studies for pupils in special classes parallel the regular class as much as possible.			
G. Teachers emphasize communication skills, personal development, physical development, and emotional-social development.			
IV. Facilities			
A. Special classroom furniture is provided according to each pupil's needs.			
B. Classrooms are easily accessible and contain or are convenient to toilet facilities.			
C. Rooms are well ventilated and lighting is adequate throughout.			
V. Reports			
A. A data collection and reporting system exists to facilitate program planning, management and evaluation.			
B. Reports are submitted to the appropriate local school system personnel and the State Department upon request.			

Deaf-Blind

Definition: The deaf-blind child is one who has auditory and visual handicaps, the combination of which causes such severe communication and other developmental and educational problems that they cannot properly be accommodated in special education programs solely for the hearing handicapped child or for the visually handicapped child.

	Yes	No	N.A.
I. Identification and Placement			
A. Any child who qualifies under the definition of a deaf-blind child is eligible for services.			
B. Parents are involved in the plans for evaluation and are informed of the results of evaluation and diagnosis and plans for habilitation prior to placement.			
C. Comprehensive evaluations are obtained before placement and include audiological, medical (general physical and opthalmological) and psychological assessments.			
D. Evaluation reports are obtained and studied by the professional staff before placement.			
II. Personnel			
Teachers of deaf-blind children hold as minimum an A certificate, and have certification in an area of Special Education or are working toward such certification.			
III. Program Organization and Evaluation			
A. The type of training is determined by individually assessing each child's needs.			
B. As a maximum there are two children to each teacher. With children with near normal learning ability, there are four children for each teacher.			
C. Parent training and counseling is provided.			
D. Individual case records are maintained on each child.			

	Yes	No	N.A.
E. Aides are employed to assist teachers if three or more children are assigned to a teacher.			
F. Information regarding each child's progress is periodically recorded and reviewed.			
IV. Curriculum			
A. Comprehensive programming includes activities in socialization, daily living and self-care skills, motor development ambulation and mobility, manipulative and sensory skills, and communication development.			
B. Amplification equipment is available and used.			
C. Adequate materials and supplies in keeping with the instructional objectives are available.			
V. Facilities			
A. Rooms are well ventilated, and lighting is adequate throughout, with electrical outlets around each wall.			
B. Rooms are adequate for class size and function.			
C. Acoustic treatment in each room is provided as needed.			
VI. Reports			
A. A data collection system and report system exists to facilitate program planning, management and evaluation.			
B. Reports are submitted to appropriate local school system personnel and the State Department upon request.			

Educable Mentally Retarded

Definition: The term educable mentally retarded refers to pupils whose intellectual functioning is equivalent to the "mildly retarded" range in the American Association on Mental Deficiency classification system, but also includes an extension upward into the lower portion of the A.A.M.D. "borderline" range and an extension downward into the upper portions of the A.A.M.D. "moderately retarded" range.

	YES	NO	N.A.
I. Identification and Placement			
A. Eligibility			
1. Written procedures and policies for screening and placement in keeping with the current POLICIES AND REGULATIONS adopted by the State Board of Education have been developed and approved by the local Board of Education.			
2. The POLICIES AND REGULATIONS have been explained and are understood by principals, supervisors, teachers and other school and administration personnel.			
3. Parents have been consulted and have given their permission in writing prior to placing or transferring pupils from a "regular" program to a "special" program or from a "special" program to a "regular" program.			
4. Assignments of pupils to special education services and/or programs are made only upon the recommendation of a placement committee which includes the coordinator of programs for exceptional children.			
5. Classes for the EMR are racially balanced approximating the ratio of the particular school.			
B. Evaluation			
1. The assessments and evaluations are performed or supervised by a qualified examiner.			
2. A placement committee reviews annually the appropriateness of each pupil's placement as evidenced by pupil progress or lack of it.			
3. Pupils who are unable to profit from special education services or who no longer need special education services are reassigned to "regular" programs.			
4. After the evaluation, the placement committee and teacher receiving the pupil prescribes an individual program for each pupil.			

	YES	NO	N.A.
II. Staff Utilization			
A. Administration			
1. A person knowledgeable and competent in mental retardation coordinates the program.			
2. The school administrative personnel at the system level support the program.			
3. The school administrative personnel at the school level support the program.			
4. The parents are involved in and support the program.			
5. Sufficient auxiliary personnel are available to provide health services.			
6. Sufficient auxiliary personnel are available for psychological services.			
B. Teachers			
1. The teachers hold either a Special Education Certificate in Mental Retardation or hold a class "A" certificate in some other field.			
2. The teachers who do not have a degree or certificate in mental retardation are working toward such a degree or certificate.			
3. The teachers have the competencies needed to work successfully with EMR pupils and regular classroom teachers teaching the EMR.			
C. Staff Development			
1. Staff development and in-service training are provided on a regular basis.			
2. The teachers are encouraged to attend state conferences and other special meetings dealing with instruction of the educable mentally retarded.			
3. The teachers meet regularly to discuss their programs, success, problems, etc.			
4. Opportunities to visit classrooms and programs in their unit and in other units are provided for teachers.			

	YES	NO	N.A.
III. Program Organization and Evaluation			
A. There is a sequentially planned program of services K - 12.			
B. Various class organizations are available (example: self-contained, resource program) so that pupils will not be forced to function in a program not meeting his needs.			
C. The program has a written statement of objectives reflecting a philosophy that each EMR pupil shall receive an education to meet his individual needs.			
D. The philosophy and purposes of the program are understood and accepted by the school staff.			
E. There is evidence that the program has scope and sequence necessary to meet the individual needs of the EMR at all grade levels.			
F. Special and regular teachers work together in developing, implementing and evaluating the instructional program.			
G. Pupils participate in regular school programs and activities as much as possible to promote overall growth and development.			
H. Policies and procedures exist for evaluation of program effectiveness for individual pupils.			
IV. Curriculum			
A. Realistic educational goals for each EMR pupil have been developed and are being implemented with consideration for individual capabilities and limitations.			
B. The teachers are affiliated with and utilize the services of the Regional Support and Technical Assistance Center in their area.			
C. Community resources are used to supplement the instructional program.			
D. Where modifications and adaptations of the regular classroom and/or curriculum are necessary, they are developed through joint efforts by special and regular teachers.			
E. The curriculum class activities, classroom organization, materials and equipment are geared to the practical aspects of daily living and ultimate integration into the community.			

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	YES	NO	N.A.
F. Centers of interest are established (within each classroom) to provide the pupils with a variety of educational experiences.			
G. The following curriculum areas are included at all levels of the school program:			
1. Communication skills			
2. Number concepts			
3. Social competencies			
4. Correlated areas: art, music, physical education, practical science, health and safety.			
H. The career education concept is integrated into the various curriculum areas.			
I. Pupils have an opportunity to develop specific talents and abilities as well as to strengthen area of weakness.			
J. The school day has flexible blocks of time for implementing the experience unit method of instruction, individualized methods of instruction, as well as group methods of instruction.			
K. Teachers demonstrate the ability to create environments conducive to learning for all pupils.			
L. Teachers demonstrate knowledge and respect for the cultural variations in pupil's behavior.			
M. Opportunities are provided for EMR pupils to utilize the special resources of the school, such as the library, shops, gymnasium, language laboratories.			
N. Guidance and/or psychological services are actively involved in the program.			
O. Textbooks, magazines, newspapers and other appropriate materials are provided.			
P. The materials are selected to meet a variety of reading levels and interests in each class.			
Q. The basic equipment and supplies essential to instruction are available.			
R. At the high school level, pupils are provided on-the-job experiences in the community as well as prevocational and vocational training in the school to prepare them for future employment.			
S. The high school special teachers work closely with personnel in Vocational Rehabilitation and Occupational Education in planning, implementing and evaluating the work experiences in and out of school.			

	YES	NO	N.A.
T. The pupils in the special high school classes are not necessarily required to take the same courses as "regular" pupils to graduate. The program is individually prescribed to meet the particular needs of the pupils.			
U. High school pupils who meet the individually prescribed requirements are graduated with a diploma.			
V. If the high school pupils drop out of school or are graduated but need additional training before obtaining a job, they are referred to Vocational Rehabilitation.			
V. Facilities			
A. The facilities are of the size and condition equal to the average regular classroom and are located within the complex of rooms housing children of the same chronological ages.			
B. Adequate heating, lighting and ventilation are in evidence.			
C. Appropriate classroom furniture has been provided.			
VI. School-Community Coordination			
A. The community acceptance of the special program is evident.			
B. The school interprets the needs of the handicapped to the parents through:			
1. Parent conferences			
2. Parent Teacher Association			
3. Home Visits			

Definition: The emotionally disturbed child is one who either manipulates or is manipulated by emotional factors and fails to adjust in the regular education program. This child usually requires a modified school environment and special learning materials and is taught by special strategies compatible with his learning needs. This child is often said to have "primary emotional problems" (i.e., behavior and learning difficulties with no identifiable organic or physical cause such as those often referred to in clinical terminology as social maladjustment, adjustment reaction, neurosis, psychosis, autism, etc.).

I. Identification and Placement	YES	NO	N.A.
A. Eligibility			
1. The local Board of Education has approved written procedures for identification, placement and evaluation of the emotionally disturbed child in keeping with the current POLICIES AND REGULATIONS adopted by the State Board of Education.			
2. A system-wide assessment (census) has been conducted within the past year using instruments in addition to group I.Q. and achievement tests to identify emotionally disturbed children.			
3. The local unit has developed written policies and procedures for the placement of identified emotionally disturbed children.			
4. The local unit has developed written policies and procedures for the return to the regular classes of emotionally disturbed children.			
B. Evaluation			
1. A person qualified to administer and evaluate tests used in identifying the emotionally disturbed person works with the emotionally disturbed pupil population.			
2. Before placement in a class for the emotionally disturbed, a child is given a complete psychiatric or clinical evaluation that indicates moderate or severe emotional disturbance, the child's strengths and weaknesses, and the inability of the child to profit from the regular instructional program.			
3. Appropriate school personnel makes available behavioral information on the child.			

II. Program Organization

A. Teacher's Role

	YES	NO	N.A.
1. Teachers demonstrate an awareness that children can grow and develop.			
2. Teachers demonstrate an understanding of the significance of the failure to learn and provide for a continuum of environments to children in order to insure relevance to their personal development and learning style.			
3. Teachers demonstrate knowledge of the principles of therapeutic intervention in educational arrangements for the child.			
4. Teachers demonstrate knowledge and respect for cultural variations in children's behavior.			
5. Teachers influence regular classrom teachers to alternate their teaching strategies for the children served by this program.			
6. Teachers demonstrate an awareness of and ways to mobilize educational, community, and parental resources for the child.			
7. Teachers perform successfully (as a teacher or other resource person) in educational arrangements for emotionally disturbed children.			
8. Teachers receive approval from the Division for Exceptional Children, State Department of Public Instruction, for utilization of that teacher in any arrangement aimed to educationally benefit the emotionally disturbed child or youth other than resource room, team teaching, itinerant program or self-contained classrooms.			
9. Teacher aides are employed for every self-contained classroom and in any resource room where the pupil load is above twelve.			
10. Preventive measures are an integral part of all mainstream programs.			
11. Special instructional materials are available. Where materials are teacher-made, adequate time provision is made for such work.			

	YES	NO	N.A.
12. Special provisions and equipment are available such as use of space, climate control, cubicles, dividers and other environmental considerations for the teaching areas.			
13. Enrollment in self-contained classes does not exceed 10 students for each teacher/teacher aide unit.			
14. A resource teacher/teacher aide works with no more than 25 students a day.			
15. If the teacher is a member of a team, she works only to benefit those students identified as emotionally disturbed.			
16. Personnel working with emotionally disturbed children share reports on the student's progress with his parents.			
17. Reports returning with the student to the regular classroom stress his growth and development and the process that has led to such learning.			
18. Supportive personnel (speech therapists, guidance counselors, remedial specialists) are utilized where needed in the child's instructional program.			
19. An advisory council with members broadly representative of individuals and community agencies having responsibility for the education and socialization of children has been formed to assist and advise in the development and evaluation of the program.			
20. Transportation has been arranged as a part of the unit's plan for transportation of handicapped children.			
B. Evaluation of Program			
1. Information is kept on each student in order to be compared to later behavioral or academic descriptions or scores.			
2. Specific methodologies used in teaching are evaluation for their contribution towards helping the emotionally disturbed child or youth.			

	YES	NO	N.A.
3. When specific behaviors or instructional methodologies have been demonstrated as successful, that information is disseminated to teachers in the local units as well as the Division for Exceptional Children of the State Department of Public Instruction.			
C. In-service Training			
1. Teachers are kept informed of recent developments, practices and research in the area of ED.			
2. Teachers attend workshops or professional meetings in order to maintain or upgrade their skills in ED.			

Gifted and Talented

Definition: The term gifted and/or talented child shall mean a pupil properly enrolled in the public school system of North Carolina who possesses the following qualifications: (amended by the State Board of Education on March 4, 1971)

1. an intelligence quotient test (IQ) score of 120 or higher on a standardized group test of intelligence,
2. a majority of marks of A and B,
3. a standardized academic achievement test score of average or above,
4. a recommendation by his teacher or principal,
5. and/or possess other characteristics of giftedness and talents to the extent that they need and can profit from programs for the gifted and talented.

I. Identification and Placement	YES	NO	N.A.
A. Eligibility			
1. The Board of Education has approved written procedures for identification, placement and evaluation of gifted and talented children in keeping with the current POLICIES AND REGULATIONS adopted by the State Board of Education.			
2. In keeping with recent law, a system-wide assessment (census) has been conducted within the past year using instruments in addition to group IQ and achievement tests to identify gifted and talented students. (See "Suggestions for Identification of Gifted and Talented Students, SDPI, 1974")			
3. All eligible gifted and talented students receive special services--K-12. (See Equal Education Opportunities Law, 1974)			
B. Evaluation			
1. A person competent to evaluate test results and interpret other identification measures works with the gifted and talented pupil population.			
2. Specific attention is paid to evaluating potentially gifted and talented students from all ethnic, environmental and economic groups.			

	YES	NO	N.A.
II. Staff Utilization			
A. Administration			
1. A person knowledgeable in gifted education with training in this area is responsibile for programs for the gifted and talented.			
B. Teachers			
1. All teachers working with gifted and talented students possess at least the "A" certificate.			
2. These teachers are working in their field of certification.			
3. These teachers are working on or already have completed the certified endorsement in Gifted and Talented Education on their teaching certificates (completion date--September, 1977)			
4. These teachers have a daily planning period.			
C. Staff Development			
1. Inservice programs are designed to improve the competencies of the teachers of gifted and talented students.			
2. Each of these teachers is released to attend day-long workshops and conferences when they are held in your region.			
3. Inservice programs are designed to upgrade competencies of teachers of heterogeneous classes containing gifted and talented students.			
III. Program Organization and Evaluation			
A. A comprehensive plan has been developed to bring services to all your gifted and talented students.			
B. A sequential K-12 program for gifted and talented students is being implemented.			
C. In order to bring maximum services to gifted and talented students and to offer flexibility, various class organizations are used (example: block, secondary subject area, itinerant, enrichment/ resource, advanced placement, others).			
D. The maximum teacher-pupil ratio (depending on class organization) does not exceed those in the current POLICIES AND REGULATIONS approved by the State Board of Education.			

	YES	NO	N.A.
E. A reevaluation program for gifted and talented students is being conducted to insure maximum benefit and service to these students.			
F. New students can be placed in the program or removed if improperly placed.			
IV. Curriculum (including teaching and learning styles, materials and equipment)			
A. Classrooms are arranged flexibly.			
B. A differentiated curriculum designed to provide for the unique and individual needs of the gifted and talented student is employed.			
C. Teachers:			
1. employ various teaching sytles with these able students:			
a. lecture where applicable			
b. read and report			
c. question and answer			
d. discussion			
e. demonstration			
f. problem solving			
g. inquiry			
2. offer opportunities for students to develop the five senses; i.e., auditory, visual, tactile, olfactory, taste.			
3. use open-ended questioning to give experiences in divergent and convergent thinking.			
4. arrange classwork to offer students experiences to develop these learning processes:			
a. remembering			
b. transforming			
c. interpreting			
c. application			
e. analysis			
f. synthesis			
g. evaluation			
5. develop these communication styles with student:			
a. verbal-oral			
b. verbal-written			
c. three dimensional			
d. color-line			
e. sound			
f. symbols			
g. movement			

YES	NO	N.A.

D. Additional materials, supplies and funds beyond the usual State funds are used for these children (example: books, art supplies, tools, laboratory and scientific equipment, buses for trips, etc.

E. Classes have ready access to the Media Center.

F. Parents and laymen are invited into class and/or utilized in field activities to enrich the curriculum for these students.

V. Facilities

A. Teachers of gifted and talented students have adequate classroom space.

B. Space for classes meeting for periods other than daily is provided.

VI. School-Community Coordination

See IV-F

Definition: The hearing impaired child is one with a hearing loss that is handicapping educationally and developmentally. Classification may be either hard-of-hearing or deaf.

	Yes	No	N.A.
I. Identification and Placement			
A. Any child, including those under the age of six years, whose hearing is impaired to the degree that speech and language development is delayed or deficient, or that his progress in regular class is hampered, is eligible for the program for hearing impaired children.			
B. Identification of hearing impaired children is made by speech, language and hearing clinicians, nurses, principals, teachers, or qualified referral agencies.			
C. The administrative unit obtains and keeps in a central file the appropriate medical, otological and audiological evaluations, which are subject to review by the State Superintendent of Public Instruction.			
D. A summary of all data is placed in the teacher's cumulative folder.			
E. Placement of hearing impaired pupils is in a regular classroom with the supportive services of a special teacher or in a special self-contained class.			
F. The administrative unit has written criteria to determine eligibility and placement of pupils in programs for the hearing impaired.			
G. A school-based, bi-racial diagnostic-educational assessment team is utilized before a pupil is accepted for placement in a program for the hearing impaired.			
H. Qualified teachers of hearing impaired pupils and/or audiologists and directors of exceptional children have the primary responsibility for determining the type of program model needed and the frequency of direct/indirect contacts scheduled for the pupils.			

	Yes	No	N.A.
I. Prior to placement in a program for hearing impaired the pupil receives a minimum of otological evaluation, audiological evaluation, and a speech and language evaluation.			
J. Pupil placement is reviewed on a regular basis by the teacher of the hearing impaired and/or regular classroom teacher.			
K. Written documentation is prepared for: (a) retention in the program, (b) transfer to different programs or services, (c) dismissal and follow-up.			
L. When special questions arise concerning proper placement an advisory committee is requested to provide consultative service.			
M. Cooperative arrangements exist between the administrative unit and the residential school for the deaf for reciprocity in placement of pupils.			
N. Transfer to and from residential schools is arranged well in advance of admission in September and January.			
II. Personnel Teachers hold certification in an exceptional children area or are working toward such certification.			
III. Program Organization and Evaluation			
A. Enrollment for classes conforms to the following: self-contained, approximately six; resource room, approximately 15; itinerant services, approximately 15; and for integrated classes, an average of two hearing impaired pupils in a regular classroom of 25 pupils, and in a totally integrated classroom, an average of seven hearing impaired pupils and eight pupils with normal hearing.			
B. Pupils are integrated into regular classes as soon as possible.			
C. Pupils in regular classes are given preferential seating and are encouraged to move to any position in order to be able to hear.			

	Yes	No	N.A.
D. Individual records, containing case history, diagnostic reports and teacher progress reports, are maintained.			
E. Classes are available for preschool pupils.			
F. Classes are available for elementary pupils.			
G. Classes are available for junior high and high school pupils.			
H. Parent training and counseling services are available.			
I. Methodologies regarding communication systems are based upon the individual pupil's needs.			
J. Aides are provided in self-contained classes.			
IV. Curriculum			
A. Teachers emphasize diverse experiences for general enrichment.			
B. Pupils' activities are related to apparent needs and have discernible objectives.			
C. Specific instructional goals are evidenced.			
D. Walk-away amplification equipment is available for each pupil.			
E. Adequate materials and supplies in keeping with the instructional objectives are available.			
V. Facilities			
A. Rooms are well ventilated, and lighting is adequate throughout, with electrical outlets around each wall.			
B. Rooms are adequate for class size and function.			
C. Acoustic treatment in each room is provided as needed.			
D. Rooms have adequate restroom facilities, drinking facilities and storage space.			
VI. Hearing Screening Services			
A. Hearing screening is performed annually in selected grades by trained personnel.			

	Yes	No	N.A.
B. Pupils suspected as being mentally handicapped, learning disabled or in any other way handicapped are given a hearing screening.			
C. Pupils failing threshold screening are referred for appropriate otological and/or audiological evaluations.			
D. Hearing screening and threshold procedures are administered uniformly in the administrative unit, with specified test frequencies, screening level and criteria for failure.			
E. Audiometers are calibrated at least once every two years.			
F. Pupils with known hearing losses are tested annually.			
VII. Reports			
A. A data collection and reporting system exists to facilitate program planning, management and evaluation.			
B. Reports are submitted to the appropriate local school system personnel and the State Department upon request.			

Definition: A homebound child is one who is disabled to the degree that it is impossible or inadvisible for him to attend public school even with the provision of special classes and transportation, is capable of profiting from an educational program, is eligible for enrollment in a public school, and is expected by competent medical authority to be away from one classroom for a minimum of four weeks.

	Yes	No	N.A.
I. Identification and Placement			
A. Any child who meets the definition of a homebound child is eligible for homebound services.			
B. The administrative unit has a filed physician's statement on each child in the homebound program which certifies the child for home instruction.			
C. The physician's statement sets forth the nature and extent of the handicap, the physical or psychological limitation under which the child can operate successfully, and the anticipated length of time he is expected to be incapacitated.			
D. A pupil is enrolled in the homebound program only when placement in a regular classroom program is impossible or inadvisable.			
II. Personnel			
Teachers of homebound children hold certification in Special Education or are working toward such.			
III. Program and Services			
A. The administrative unit has written policies governing the conditions under which instruction will be provided in a pupil's home, and include (1) the requirement that a responsible adult member of the child's family be present during the teacher's visit, (2) the provision of a suitable place of work and appropriate equipment, and (3) an environment that is free from distractions of noise and the presence of other children.			

		Yes	No	N.A.
B.	The full-time assignment of a teacher of homebound ranges between six and twelve pupils.			
C.	The physical condition and level of function of each pupil and the amount of travel involved are considered when determining teacher load and schedule.			
D.	The physical condition of the pupil permitting, an average of five hours of instruction per week is given to each pupil			
E.	Homebound teachers are considered part of the regular teaching personnel of the administrative unit.			
F.	Transportation is provided for homebound teachers.			
G.	Instructional supplies, textbooks, library books, and other instructional materials and aids are provided as needed in the same manner as for all other pupils enrolled in the public schools			
H.	The school at which the pupil is enrolled or is eligible to be enrolled provides the needed instructional materials and books.			
I.	Teachers' editions of textbooks and teachers' guides or manuals are provided by the administrative unit.			
J.	Credit is granted by the pupil's home school on all work which, according to the homebound teacher is satisfactorily completed.			
K.	Teachers maintain the usual school register and submit contact and progress reports to the local superintendent and to the principal of the school in which the child is or would be permanently enrolled.			

Hospitalized

Definition: A hospitalized child is one who is confined to a general or psychiatric hospital for treatment or for a long period of convalescence, is capable of profiting from an educational program, is eligible for enrollemnt in a public school, and is expected by medical authority to be away from the classroom for a minimum of four weeks.

	Yes	No	N.A.
I. Identification and Placement			
A. Any child who meets the definition of a hospitalized child is eligible for hospitalized services.			
B. The administrative unit has a filed physician's statement on each child in the hospitalized program which certifies the child for hospitalized instruction.			
C. The physician's statements set forth the nature and extent of the handicap, the physical or psychological limitation under which the child can operate successfully, and the anticipated length of time he is expected to be incapacitated.			
D. A pupil is enrolled in the hospitalized program only when placement in a regular classroom program is impossible or inadvisable.			
II. Personnel			
Teachers of hospitalized children hold certification in Special Education or are working toward such.			
III. Program and Services			
A. The full-time assignment of a teacher of hospitalized ranges between six and twelve pupils.			
B. The physical condition and level of function of each pupil and the amount of travel involved are considered when determining teacher load and schedule.			

	Yes	No	N.A.
C. The physical condition of the pupil permitting an average of five hours of instruction per week is given to each pupil.			
D. Hospitalized teachers are considered part of the regular teaching personnel of the administrative unit.			
E. Transportation is provided for hospitalized teachers.			
F. Instructional supplies, textbooks, library books, and other instructional materials and aids are provided as needed in the same manner as for all other pupils enrolled in public schools.			
G. The school at which the pupil is enrolled or is eligible to be enrolled provides the needed instructional materials and books.			
H. Teachers' editions of textbooks and teachers' guides or manuals are provided by the administrative unit.			
I. Credit is granted by the pupil's home school on all work which, according to the hospitalized teacher, is satisfactorily completed.			
J. Teachers maintain the usual school register and submit contact and progress reports to the local superintendent and to the principal of the school in which the child is or would be permanently enrolled.			

Learning Disabilities

Definition: Children who exhibit a disorder in one or more of the basic psychological or physiological processes involved in understanding and in using spoken or written languages. These may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or arithmetic. They include, but are not limited to, conditions which have been referred to as perceptual handicaps, brain injury, minimal brain disfunction, dyslexia and/or developmental aphasia. They do not include learning problems which are due primarily to visual, hearing, mental retardation, emotional disturbance or motor handicaps.

I. Identification and Placement	YES	NO	N.A.
A. Eligibility			
1. Written policies and procedures for identification of LD children have been developed by the local unit.			
2. Written policies and procedures for the screening and selection of LD children have been developed by the local school unit.			
3. Written policies and procedures for the placement of LD children have been developed by the local school unit.			
4. Written policies and procedures for the return to the regular classes of LD children have been developed by the local unit.			
B. Evaluation			
1. Diagnosis of a learning disability is made by a multidisciplinary team.			
2. Teacher and/or principal is assigned to the team.			
3. A school or educational psychologist is assigned to the team.			
4. A consulting physician or neurologist is available for the team.			
C. Placement			
1. The child has an I.Q. of 90 or above as determined by an individual acceptable I.Q. test. Where I.Q.'s are below 90, there is evidence of potential for "average" functioning.			
2. Any student placement coordinates the school environment with the individual needs of the student.			

	YES	NO	N.A.
3. Medical consultation is available in the situation where there may be an organic and/or progressive condition contributing to the student's variant behaviors.			
4. An LD program is available at the kindergarten level.			
5. An LD program is available at the elementary school level.			
6. An LD program is available at the junior high level.			
7. An LD program is available at the senior high level.			
8. In-depth evaluation prior to actual placement has been completed.			
II. Program Organization			
A. Teacher's Role			
1. Teachers of children with learning disabilities hold a Class A Certificate in Elementary Education as a minimum requirement.			
2. The teacher demonstrates an awareness that all children can grow and develop.			
3. The teacher demonstrates an understanding of the significance of the failure to learn and provide for a continuum of environments to students in order to insure relevance to their personal development and learning style.			
4. The teacher demonstrates knowledge of the principles of prescriptive intervention in educational arrangements for the child.			
5. The teacher demonstrates knowledge and respect for the cultural variations in children's behavior.			
6. The teacher knows and practices developmental strategies with children.			
7. The teacher influences mainstream classroom teachers to alternate their teaching strategies for the children served by this program.			
8. The teacher demonstrates an awareness of the ways to mobilize educational, community, and parental resources for the child.			

	YES	NO	N.A.
9. Where the program arrangements are other than resource rooms, team teaching, itinerant programs, or self-contained classrooms, the arrangement has prior approval through the Division for Exceptional Children, State Department of Public Instruction.			
10. Areas for the instruction of children with learning disabilities have special provisions as to space, climate control, lighting, storage and other arrangements that contribute to the therapeutic management of children with learning disabilities.			
11. Enrollment in self-contained classes does not exceed ten children.			
12. A resource teacher and teacher aide work with a total caseload of not more than 25 children.			
13. There is a written plan as to how children are grouped (by behavior characteristics, age, achievement level, disability, etc.)			
14. Personnel working with children who have learning disabilities prepare periodic reports concerning the achievement of the instructional and behavioral goals set for them.			
15. The local unit has available supportive professional personnel (speech therapists, remedial specialists, guidance counselors, etc.) for consultation about individual children or classes.			
16. An advisory council with members broadly representative of individuals and agencies having responsibility for the education and socialization of children has been formed to assist and advise in the development and evaluation of the program.			
B. Evaluation of Program			
1. Information is kept on each student in order to be compared to later behavioral or academic descriptions or scores.			
2. Specific methodologies used in teaching are evaluated for their contribution to specific learning disability areas of strengths and weaknesses.			

	YES	NO	N.A.
3. When specific behaviors or instructional methodologies are demonstrated as successful, that information is disseminated to teachers in the local units as well as the Division for Exceptional Children of the State Department of Public Instruction.			
C. In-service Training			
1. Teachers are informed of recent developments, practices, and research in the area of learning disabilities.			
2. Teachers attend workshops or professional meetings in order to maintain or upgrade their skills in learning disabilities.			
3. Teachers have the opportunity to visit learning disability demonstration centers.			

Speech and Language Impaired

Definition: The speech and/or language impaired child is one who exhibits (1) a communicative disorder (severely-impaired language, voice, fluency or articulation to such degree that academic achievement and/or psycho-social adjustment is invariably affected) or (2) a communicative deviation (mild developmental or non-maturational problems in language, voice, fluency, or articulation).

	Yes	No	N.A.
I. Services and Program Management			
A. An ongoing identification, assessment and diagnostic program to ensure early identification and appropriate placement of pupils requiring speech and language services is maintained.			
1. The program includes speech, language and hearing screening.			
2. The program includes diagnostic services which involve assessment of articulation, fluency, voice, language, auditory acuity and perception, and examination of the peripheral speech mechanism.			
3. A registry of identified pupils is maintained.			
B. Criteria to determine eligibility and placement of pupils in speech and language programs have been written.			
1. Speech, language and hearing clinicians have been assigned the responsibility to designate the type, extent and frequency of services required by pupils.			
2. A procedure exists for informing the parent(s) or guardian(s) of the results of screening and assessment, the diagnosis, and plans for habilitation prior to placement of any pupil.			

	Yes	No	N.A.
C. Prior to placement or denial of a pupil in a special education program, the pupil receives a speech, language and hearing screening or assessment.			
D. Where a communicative disorder/deviation/ need is found to exist a speech, language and hearing clinician is assigned to serve on the diagnostic-educational team responsible for pupil placement.			
E. All screening and assessment results are evaluated promptly and a full record made and preserved for each pupil receiving diagnostic, instructional and habilitative services from a clinician.			
1. The records show in detail the condition of the pupil with respect to speech, language and hearing performance and capability.			
2. For pupils identified as needing speech and language services, the records show the diagnosis, the review required, and the manner of and extent to which they are being provided, together with the course of progression or regression.			
3. Records are confidential and neither the records themselves nor any information contained therein are disclosed to any persons, except for school personnel required to use them in connection with the instruction or treatment of the pupils, the parents of the pupil, the persons authorized by the parent.			
4. The school system has adopted and utilizes a standard individual case record for use by the speech, language and hearing clinician.			
F. The programs and services provided by each pupil are contained in a written plan which includes establishment of goals and objectives to meet individual needs which are consonant with the pupil's total educational program and curriculum.			
G. Reports of each pupil's progress are given to parents, teachers and other responsible parties on a regular basis.			

	Yes	No	N.A.
H. The speech, language and hearing clinicians have flexibility to arrange their caseloads in order to work as intensively as is professionally feasible and sound.			
I. There exists a Communication Development Program which serves the general school population and is prevention oriented, providing strong speech and language models and sequenced curriculum activities emphasizing listening skills cognitive and expressive competencies, understanding and protection of the hearing and speech mechanism, and self-confidence to help children develop appropriate communicative behavior in social, educational and cultured contexts.			
J. There exists a Communication Deviation Program which serves pupils with verbal deviation of some consequence, although not defined as handicapping disorders, and provides speech and language improvement services.			
K. There exists a Communication Disorder Program which serves pupils with handicapping disorders of communication and includes comprehensive diagnostic and intensive individual and/or small group therapy utilizing modern research technology and clinical-educational practices.			
L. Consultative services provided by speech, language and hearing clinicians include provision of information and support to classroom teachers, curriculum specialists and administrators; supervision and training of aides; inservice training of personnel providing or being prepared to provide instruction or related services; parent counseling and instruction; demonstration of instructional procedures and techniques; and curriculum and development activities.			
M. Coordination time (equal to at least one-half day per week) is provided to speech, language and hearing clinicians to allow them to perform certain professional responsibilities, such as parent conferences, counseling and instruction, attendance at inservice professional development activities, consultations with medical and other professional support personnel, screening and assessing pupils referred after the initial identification program has ended, classroom observation of pupils and consultative services to teachers.			

	Yes	No	N.A.
N. The following types of options for providing services to pupils with communicative disorders, deviations, or needs are available if needed:			
1. Diagnostic class placement (short term placement for diagnostic assessment)			
2. Special classroom placement (when the diagnostic assessment indicates that the pupil's needs cannot be met in the general education program).			
3. Regular classroom placement with supportive services (direct/indirect services from a speech, language and hearing clinician operating on an itinerant basis [intermittent session or intensive cycling] or a single building basis; consultation service to teachers).			
4. Home and/or hospital services.			
II. Personnel			
Speech, language and hearing clinicians hold State Certification in Speech and Hearing before employed.			
III. Materials and Equipment			
Specialized tests, materials (including both durable items and expendable supplies) and equipment appropriate to the assessment, diagnostic, and habilitative process are provided and made available for use by speech, language and hearing clinicians.			
IV. Facilities			
A. Speech, language and hearing clinicians are provided rooms that are well ventilated and well lighted, with adequate electrical outlets available.			
B. Rooms are adequate in size and have provisions for appropriate work space, seating space and furnishings.			
C. Rooms provided are regularly available			
D. Rooms permit privacy and are relatively free of extraneous noise.			

Yes	No	N.A.

V. Reports

A. A data collection system and reporting system exists to facilitate program planning, management and evaluation.

B. Reports are submitted to the appropriate local school system personnel and the State Department upon request.

Trainable Mentally Retarded

Definition: The term trainable mentally retarded refers to pupils who have a moderate degree of mental retardation as indicated by tests of mental ability individually administered by a qualified psychologist or psychological examiner.

	YES	NO	N.A.
I. Identification and Placement			
A. Eligibility			
1. Written procedures and policies for screening and placement in keeping with the current POLICIES AND REGULATIONS adopted by the State Board of Education have been developed and approved by the local Board of Education.			
2. The policies and regulations have been explained and are understood by principals, supervisors, teachers and other personnel.			
3. Parents have been consulted and have given their permission in writing prior to placing pupils in the TMR program.			
4. Assignments of pupils to special education services and/or programs are made only upon the recommendation of a placement committee, which includes the coordinator of programs for exceptional children.			
5. All eligible TMR pupils are receiving special education services.			
B. Evaluation			
1. The assessments and evaluations are performed or supervised by qualified examiners.			
2. A placement committee reviews annually the appropriateness of each pupil's placement as evidenced by the pupil's progress or lack of it.			
3. An individually prescribed program is developed for each pupil after the evaluation.			
II. Staff Utilization			
A. Administration			
1. A person knowledgable and competent in mental retardation coordinates the program.			
2. The school administrative personnel at the system level support the program.			

	YES	NO	N.A.
3. The school administrative personnel at the school level support the program.			
4. The parents are involved in and support the program.			
5. Sufficient auxiliary personnel are available to provide health services.			
6. Sufficient auxiliary personnel are available for psychological services.			
B. Teachers and Aides			
1. The teachers hold a teaching credential issued by the State Department of Public Instruction.			
2. The aides have training at least equivalent to a high school education.			
3. The teachers and aides have the competencies needed to work successfully with the TMR.			
C. Staff Development			
1. Staff development and in-service training are provided on a regular basis.			
2. The teachers are encouraged to attend state conferences and other special meetings dealing with instruction of the TMR.			
3. The teachers meet regularly to discuss their programs success, problems, etc.			
4. Opportunities to visit classrooms and programs in their units and in other units are provided for the teachers.			
III. Program Organization and Evaluation			
A. There is a sequentially planned program of services at the primary, intermediate, and secondary levels.			
B. The philosophy and purposes of the program are understood and accepted by the school staff.			
C. There is evidence that the program has scope and sequence necessary to meet the individual needs of the TMR at all grade levels.			
D. Persons in guidance and/or psychological services are actively involved in the program.			
E. Provisions are made to insure that the entire faculty and staff understand the organization, scope and sequence of the program.			

	YES	NO	N.A.
F. High School TMR pupils are phased into the Sheltered Workshop, if available, at the appropriate time.			
G. Sheltered Workshop personnel are involved in planning and evaluating the program.			
H. Policies and procedures exist for evaluation of program effectiveness.			
IV. Curriculum			
A. Realistic educational goals for each TMR pupil have been developed and are being implemented with consideration for individual capabilities and limitations.			
B. The teachers are affiliated with and utilize the services of the Regional Support and Technical Assistance Center in their area.			
C. Community resources are used to supplement the instructional program.			
D. The curriculum, class activities, classroom organization, materials and equipment are geared to the practical aspects of daily living and ultimate integration into the community.			
E. Centers of interest are established within each classroom to provide the pupils with a variety of educational experiences.			
F. The following curriculum areas are included at all levels of the school program:			
1. Self-help skills			
2. Communication skills			
3. Physical and motor development			
4. Social Skills			
5. Cultural Arts			
6. Practical Occupational Skills			
G. The curriculum includes preparation and orientation to the Sheltered Workshop.			
H. The teachers demonstrate an ability to create an evironment conducive to learning by all pupils.			
I. The teachers demonstrate knowledge and respect for the cultural variations in pupil's behavior.			
J. Policies and procedures exist for evaluation of program effectiveness.			

	YES	NO	N.A
K. The teachers work with sheltered workshop personnel, if available, in planning the school program.			
L. Textbooks, magazines, newspapers and other appropriate materials are provided.			
M. The materials are selected to meet a variety of reading levels and interests in each class.			
N. The basic equipment and supplies essential to instruction are available.			
O. The high school TMR teachers work closely with personnel in Vocational Rehabilitation and/or Occupational Education in planning, implementing and evaluating the work experiences in and out of school.			
P. TMR pupils who meet the individually prescribed requirements are graduated with a special diploma.			
V. Facilities			
A. The facilities are of the size and condition equal to the average regular classroom and are located within the complex of rooms housing children of the same chronological ages.			
B. Adequate heating, lighting and ventilation are in evidence.			
C. Appropriate classroom furniture has been provided.			
VI. School-Community Coordination			
A. The community acceptance of the special program is evident.			
B. The school interprets the needs of the handicapped to the parents through:			
1. Parent conferences			
2. Parent Teacher Association			
3. Home visits.			

Visually Impaired

Definition: The visual impairment of children who need special services may range from partial sight to total blindness, and may be caused by disease, malfunction, injury, patching of the good eye to develop vision in the poor eye, surgery, and neurological impairments.

	Yes	No	N.A.
I. Identification and Placement			
A. Any pupil of school age whose vision is impaired to the degree that his education is impeded without special services of some type is eligible for the program for visually impaired pupils.			
B. Identification of visually impaired pupils is made by classroom teachers, nurses, principals, or qualified referral agencies.			
C. Eye examinations are obtained before any type of special education placement is provided.			
D. Records of eye examinations are obtained by the administrative unit and are placed in the pupil's cumulative folders.			
E. Eye examinations are repeated every two years in cases where change can be expected.			
F. Placement of visually impaired pupils is in a regular classroom with the supportive services of a special teacher or materials, or in a special contained class.			
G. The administrative unit has written criteria to determine eligibility and placement of pupils in programs for the visually impaired.			
H. A school-based, bi-racial diagnostic-educational assessment team is utilized before a pupil is accepted for placement in a program for the visually impaired.			
I. When special questions arise concerning proper placement, an advisory committee is requested to provide consultative services.			
J. Cooperative arrangements exist between the residential school for the blind for reciprocity in placement of pupils.			

	Yes	No	N.A.
K. Transfer to and from the residential school is arranged well in advance of admission in September and January.			
L. Pupils with vision less than 20/200 in the better eye after maximum correction are registered with the American Printing House for the Blind.			
M. Pupils with vision better than 20/200 in better eye but less than 20/70 after correction are registered with the N. C. Department of Public Instruction, Division for Exceptional Children.			
II. Personnel			
Teachers of visually impaired pupils hold a certificate in the area of Visually Impaired or are working toward such certification.			
III. Program Organization and Services			
A. Resource and itinerant teaching options are available.			
B. Class enrollments for resource program conform to the following: partially seeing pupils, minimum of 10 and maximum of 18; blind pupils, minimum of five and maximum of 10; blind and partially seeing pupils, range six to 14.			
C. Caseload for itinerant program ranges from 10 to 35 pupils, depending upon services needed and amount of travel.			
D. Where no resource or itinerant program service exists, regular classroom teachers are given special resources, equipment and supplies for the education of visually impaired pupils.			
E. Information is kept on each pupil in order to maintain progress of educational gains.			
F. Conferences are held between the regular classroom teacher and the resource/itinerant teacher regarding pupil progress.			
G. Reports to be used in obtaining federal funds for books and materials are sent to the Division for Exceptional Children annually.			

	Yes	No	N.A.
H. Pupils' academic studies parallel those of pupils with normal vision.			
I. Provisions are made for special services, such as speech and language habilitation, psychological evaluation, and guidance and counseling.			
J. Large type and Braille adopted basal textbooks, supplementary books, recorded books and special paper and supplies are made available for pupils.			
IV. Facilities			
A. Rooms are well ventilated and lighting is adequate throughout.			
B. Rooms for itinerant and resource teachers are regularly available.			
C. Rooms are adequate in size and have provisions for appropriate work space, seating space and furnishings.			
D. Rooms permit privacy and are relatively free of extraneous noise.			
V. Reports			
A. A data collection and reporting system exists to facilitate program planning, management and evaluation.			
B. Reports are submitted to the appropriate local school system personnel and the State Department upon request.			